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# Education

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# Ontario

Ministry  
of  
EducationThe Honourable Sean Conway  
Minister of Education  
George R. Podrebarac  
Deputy Minister of EducationMinistry of  
Colleges and  
UniversitiesThe Honourable Gregory Sorbara  
Minister of Colleges and Universities  
Alan K. Adlington  
Deputy Minister of Colleges and Universities

## Bill 82 now in full force

In September, 1985, the Education Amendment Act, 1980, better known as Bill 82, came into force after an extensive five-year implementation period.

Bill 82 provides every exceptional pupil in the province with access to educational programs suited to her/his special needs. "Exceptionality" is used to describe gifted children as well as those who are handicapped, physically, mentally, auditorily, or are learning disabled, or emotionally disturbed. It is estimated, there are some 300,000 pupils in Ontario with special needs.

The recognition of the need for special education services began in the 1960s. However, prior to 1980, the provision of special education programs at the school level was optional. With the passing of the legislation, the responsibility for ensuring appropriate special

education programs fell directly on the shoulders of the school boards. Bill 82 has meant universal access to a publicly supported education, identification of special education needs, and parents' prerogative in appealing an identification or placement of an exceptional pupil.

Since 1981, all school boards in the province have been involved in the process of planning and implementing the provision of special education programs and services under the legislation. The implementation was required on a "phased-in" basis in order to spread the planning and the impact over a four-year period.

"The Ministry has provided leadership and direct assistance in terms of personnel and resources to assist school boards in their planning and to provide annual feedback on the boards' progress,"

says L. J. Hewitt, chairman of the Ministry of Education Provincial Implementation Committee.

"The Government provided school boards with a five year phase-in period so that the planning and implementation of special education programs and services could be done carefully, gradually and soundly," Hewitt says. "The Ministry put a complete system of special educational grants into operation, commencing in January 1982, so that all boards could have the advantage of financial resources throughout the phase-in period. Special educational grants, believed to be the most generous level of grants in any jurisdiction in the world, provided financial assistance to the boards in meeting the needs of both identified exceptional pupils and pupils with special needs who require special programs but are not identified as exceptional." Originally, a total of \$75 million was to be granted to the boards for special education. By January 1, 1985, that figure had risen to \$232 million, with an additional \$16 million allocated for this year.

The Ministry developed a planning guide designed to assist school boards in preparing their comprehensive plans and procedures were issued each year to assist boards in the annual review of their plans. The special education staff of the regional offices assisted the boards in their annual planning through consultation, on-site visits, review of board

*cont. on last page*

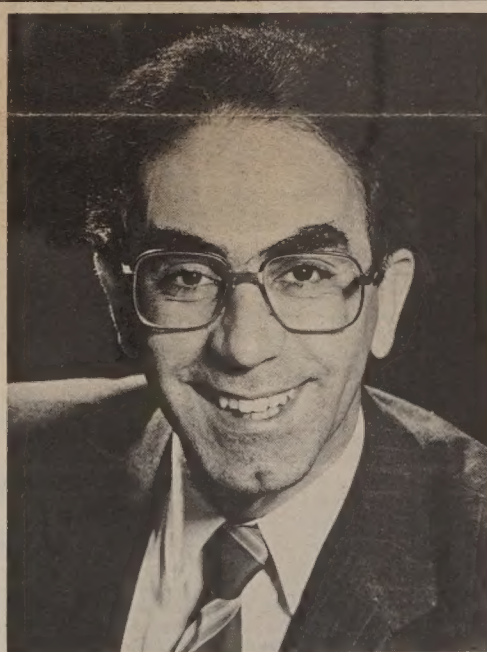
**Sean Conway**  
**Minister of Education**

Sean G. Conway, M.P.P. for Renfrew North, was appointed Minister of Education on June 26.

Mr. Conway was first elected in 1975 and re-elected in 1977, 1981 and 1985. He served as Liberal Party spokesman for the ministries of Community and Social Services, Health and Colleges and Universities, and as a member of the following committees: Select Committee on Constitutional Reform, Select Committee on Nuclear Energy, and Select Committee on Health Care Costs and Financing.

He was appointed deputy leader of the Ontario Liberal Party in 1982. He holds an M.A. in History from Queen's University in Kingston, Ontario and a B.A. (Honours) in History from Waterloo Lutheran University in Waterloo, Ontario. His early education was at Madawaska Valley District High School and St. Joseph's Separate School in Barry's Bay, Ontario.

Mr. Conway lives in his home town of Pembroke, Ontario.



**Greg Sorbara**  
**Minister of Colleges and Universities**

Prior to his election as the Member of Provincial Parliament for York North Mr. Sorbara was a practicing solicitor with the firm of Tanzola & Sorbara, specializing in corporate and commercial law. At the same time he was associated with a number of business enterprises collectively known as The Sorbara Group.

Mr. Sorbara spent his early years in North Toronto and attended St. Michael's College School and the University of Toronto. He was a volunteer in the Company of Young Canadians from 1968 to 1970, after which he and his wife, Kate, settled on a small farm in South Eastern British Columbia.

In 1976 he returned to Ontario to study Canadian History and Politics at York University's Glendon College. Thereafter he attended Osgoode Hall Law School and graduated with an LL.B. in 1981.

From 1981 to 1984 he was with the firm of Stikeman, Elliott. Mr. Sorbara and his wife have six children, ages 6 to 14. The family lives on a small farm in Maple. He was, until the election, the President of the Maple Ratepayers' Association.

Mr. Sorbara is 38 years old.

## Grant regulations amended

Regulations that will provide extended funding to the Roman Catholic separate school boards for pupils enrolled in grades 9, 10 and 11 this fall were released early in September.

The regulations are an interim funding arrangement that will allow public debate to proceed and a decision on the constitutionality of Bill 30 to be reached without jeopardizing the education of young people.

The regulations governing the General Legislative Grants (GLG) to school boards have been amended to provide an additional \$34 million to the GLG, to cover the last four months of the calendar year 1985. This brings the GLG allocation to a new total of 3 billion 185.8 million dollars for the calendar year 1985.

The interim financing applies only to the Roman Catholic Separate School Boards whose plans

for extension were approved for funding on the basis of the recommendation of the Planning and Implementation Commission. The regulation changes provide for Grade 9, 10 and 11 pupils in Roman Catholic separate schools to be financed at the same rate of per pupil grant, \$3,275, as pupils in public secondary schools.

In addition, a special grant will be provided to the boards of education whose pupils have transferred to the Roman Catholic separate school system. The purpose of this special grant of \$720 for each pupil who transfers is to cover the fixed costs that are not transferable immediately from the public to the separate school systems. The grant will be prorated for the remainder of the 1985 calendar year.

The regulations were approved by Cabinet September 11, 1985.

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# Ontario students possess strong writing skills, report states

A Ministry of Education sponsored research study shows that Ontario's school children are strong on basic writing skills.

The 133-page report, *A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 levels*, is the result of investigations by Carleton University linguistics professors, Ian Pringle and Aviva Freedman.

The professors carried out research in Lanark and Carleton County school boards in the spring of 1982, surveying some 6,300 students in three separate writing areas. Students were asked to compose an essay, a "short story about something that happened to you," a "narrative about some imaginary event" or a discussion of a facet of society "you think ought to be changed".

"In important ways the population of students we have been dealing with looks like an extremely literate population," the authors of the study conclude. "This is not a population about whom anybody could justifiably claim that they do not even know how to put a sentence together." Professors Pringle and Freedman found great strengths in the areas of grammatical story structure, story invention and commentary on moral and political events. The students in the study had difficulty presenting written arguments, however. The professors said this weakness might be due to exposures to "commercials, billboards (and) political speeches" with their individualized and biased approaches.

"Most of the students used their acquired linguistic abilities to generate a range of sentences," Pringle and Freedman said. "Looked at on their own terms, the grammatical abilities of these students are on the whole fully adequate to this kind of writing task. Looked at in the light of other studies that have undertaken comparable analyses, their achievement is impressive indeed."

The results of the study help dispel the long-held myth that today's students are less literate than students of yesterday. The

authors blame an ill-informed public for perpetuating the belief that school children need more instruction in the basic mechanics of writing: Teachers have a responsibility to foster growth in all the relevant domains (of students learning), the professors write. "They cannot do this effectively if they respond too readily to an ill-informed public demand to restore some 'basic' skills, when the real cause of the perceived or alleged weakness in basic skills is not that they have not been taught but rather that students are demonstrating growth in another area." Their research also indicates that school children are receiving more than adequate teaching in the schools.

The authors conclude that most students surveyed had developed skills in spelling, sentence structure and punctuation by the time

they reached Grade 5 and that formal teaching of grammar is unnecessary beyond this level. Pringle and Freedman found the students "extremely literate," their command of syntactic resources very high, and their mastery of the conventions of story grammar as early as Grade 5 considerable.

The authors chose Lanark County and Carleton, because "the results are somewhat representative of Ontario's Grade 5, 8 and 12 students. The students are exceptionally privileged and somewhat underprivileged." They come from "metropolitan suburban areas to small towns and cities with populations in the 4,000 to 10,000 range, to small villages and rural areas, some of which are relatively prosperous and some of which are among the poorest in the whole province."



Deputy Minister George Podrebarac presented special plaques to curriculum branch education officers Ray Blackwell, Helen Dunlop and Jack Bell. Ray and Helen, who have retired from the Ministry, and Jack developed the 13 Goals of Education which have appeared in several Ministry publications and been distributed throughout the educational community.

# Highlights of Bill 30

- Under the legislation, Roman Catholic school boards would have the right to provide publicly-funded secondary school programs. Funding would be provided to allow a Roman Catholic school board to add one grade level per year to complete its secondary school system. For example, a board that now offers grade 10 would be allowed to add one grade level per year. A Roman Catholic board that now offers only grade 8, would be able to add grades 9 and 10 in a single year.

- Several provisions are included in the legislation to ensure the continued viability of public education. The bill would give the Planning and Implementation Commission a central role in the achievement of this goal and in the resolution of any disputes which may arise in the implementation process.

- Non-Roman Catholic parents would have the right to send their

children to a Roman Catholic secondary school subject to space being available. These rights would be protected through appeal procedures to the Planning and Implementation Commission. Parallel rights would be available for separate school supporters to have their children attend public secondary schools.

- Non-Roman Catholic parents would have the right to have their children exempted from religious education in Roman Catholic secondary schools, if the child is attending that school because of distance, program or handicap.

- Non-Roman Catholic parents who choose to send their children to Roman Catholic secondary schools would continue to be rate-payers of the public board. The public board would pay a fee to the Roman Catholic school board for such services.

- Those employees of public boards whose positions are affected because of the transfer of pupils from the public board to Roman Catholic school boards would have their employment rights protected. The legislation would ensure that staff transferred from the public board to the Roman Catholic school board would do so with their salary, seniority, contractual status and sick-leave credits intact. There are also provisions to prevent discrimination with respect to employment and promotion.

- Trustees currently elected by Roman Catholic ratepayers to public boards will cease to be members of the public boards at the end of the calendar year in which a Roman Catholic school board performs its duties as a secondary board.

- Tax assignment — A Roman Catholic ratepayer would be allowed to direct his secondary school taxes to a Roman Catholic school board offering secondary programs. This provision would come into force on January 1 of the year following the year in which the Roman Catholic board performs duties of a secondary board.

# Robot-puppet portray hazards of drinking

This fall a robot, a hard drinking puppet, and a talking bottle of beer have a message for children — it's all right if you don't drink.

The message is presented in two new videotapes for Ontario elementary schools, grades 4 to 6. The videotapes, "Never Listen to a Bottle" and "Alcohol — The Inside Story" were produced by the Education Resources Division of the Addiction Research Foundation (ARF).

The tapes have been screened by educators throughout the province and response has been extremely favorable, says Dr. Peter Loranger, Head of Development and Production. Their encouragement has prompted ARF to deliver the videos to each elementary school in the province.

"It is important to provide information to children of this age," Dr. Loranger notes, "because they are just at the point before their peers may be trying to influence them to drink. Pre-adolescents also need reinforcement of positive behaviors in a world unin-

dated with many negative and misleading messages."

The puppet characters create an upbeat, fun touch to the videos' serious message. The puppet, Dr. Cooper, and the creative team that produced the earlier award-winning video, "Butt It Out," are part of the new videos.

Both videos will be broadcast later this year on the TVO television network.

"Never Listen to a Bottle" demonstrates how lifestyle advertising promotes alcohol use. It also examines the short-term effects of having too much to drink.

"Alcohol — The Inside Story" presents the long-term effects of alcohol consumption by demonstrating the harm done to the body when someone has been drinking for a number of years.

Each Ontario elementary school will receive a video, a teacher's guide, a poster, and an evaluation sheet to comment on the effectiveness of these new educational packages.

# Owen Sound school and Industry in Partners in Education program

Owen Sound's West Hill Secondary School and Monroe Canada, a major producer of shock absorbers, are reaping the benefits of a Partners in Education program they embarked upon just a year ago.

Project P.I.E. is a Canadian adaptation of the *Adopt a School* model developed in the U.S.A. In the U.S. model, industries, organizations or institutions adopt a local school. Ideas, resources and expertise are funnelled to the school in order to help meet the defined needs of the school. In West Hill's case the emphasis is on sharing for the mutual benefit of the partners.

Last year Monroe representatives and staff from West Hill met to define common needs and ways of assisting each other.

Monroe had recently changed their assembly line but floor plans of the actual shifts were backlogged and unavailable to the company. The school was short of drafting supplies and major projects with practical applications for senior architectural drafting students. It was a natural marriage

of resources. Monroe gave the school drafting supplies and students drew the new plans. The completed project exceeded the expectations of the company and the school.

As a result of this simple beginning over a dozen projects have been completed or are in process and include:

- Monroe runs regular professional development programs for its management team. An open invitation is extended to a few W.H.S.S. staff to attend each session. Reciprocal arrangements are made with W.H.S.S. professional development seminars.

- Monroe has free use of the school gym one evening per week for its staff. On occasion challenge volleyball games are set up among teachers, students and Monroe employees.

- An Adopt A Job program allowed 25 students to follow Monroe employees for a full day.

- A senior geography project will

provide Monroe with a graphic and analytical view of production and sales.

- Scrap steel, used equipment and surplus electrical and mechanical materials have been given to the school.

- Two hundred students have toured the factory to study various parts of the Monroe operation.

- Monroe is expanding its Coop education participation in 1985-86 and have increased their financial support for student awards at the school.

- A safety audit of school shops and science labs was conducted by the Monroe safety officer. Identified potential dangers to students and staff have been corrected as a result of the audit.

- Monroe used the school's auto shops for a summer demonstration of shock absorber installation techniques. The sessions were aimed at Monroe clients and sales officers.



# Beryl Potter to tour Northern Ontario schools

Beryl Potter, a Toronto multiple amputee, and two young disabled persons are out to let Northern Ontario young people know that disability is a state of mind.

During September they will visit 30 high schools from Gravenhurst to Thunder Bay carrying their message. By the end of the tour the three goodwill ambassadors hope to have impressed upon thousands of young students that although they may have special needs, disabled persons have a great deal to

contribute to society.

The tour, sponsored jointly by the Secretariat for Disabled Persons and the Ministry of Education as an International Youth Year Project, gets underway September 11.

The group will travel to Northern Ontario in a specially-equipped van driven by Mrs. Potter's son Dennis. Their itinerary includes schools in Sudbury, Thunder Bay, Sault Ste. Marie, Wawa, Elliott Lake, Marathon and Terrace Bay.

## V.I.P. program available to schools

A values education program for grade six students, developed in co-operation with the Ministry of the Solicitor-General, will be available to all Ontario school boards.

Called Values, Influences, and Peers, the program seeks to encourage positive social behaviour by increasing a student's awareness and building their confidence and self esteem. It deals with peer pressure, decision making, the dangers of drugs, vandalism and destructive behaviour, shoplifting, and youth and the law.

The new curriculum support document for the program is being

sent to all school boards in the province.

The program, which is optional for school boards, teams a teacher and a local police officer as part of the regular school curriculum. Prior to the introduction of the program by a board the teachers and the police officers, selected to conduct it, undergo an extensive orientation and training seminar.

The program, which was run on a pilot basis by 70 school boards during the past year, has been enthusiastically received by parents, teachers, police, and pupils.

## Timmins advisory committee brings parents-school in closer contact

At Timmins High and Vocational School a principal's advisory committee has been established to promote closer contact between the school and parents. The committee, composed of 20 parents plus the school staff, meet once a month. None of the discussions centre on individual students. Only general educational issues are discussed. The staff receive input from the parents which assists them in making decisions that affect students in the city's secondary schools. The also have the opportunity to share problems and concerns that face both parents and educators.

The school has also developed a positive reinforcement program. The program is directed toward the students and their feelings about themselves and their achievements. Each Monday the school's 79 staff members receive a postcard which they fill out reinforcing the behavioural, academic or extra curricular accomplishments of one of the students. The card is mailed to the student's home. The program has been well received by parents, many of whom have written the teachers thanking them for the excellent job they are doing.

## \$135 million for OSAP

The Ontario Student Assistance Program will total \$135 million this year, an increase of \$7.5 million over last year.

The increase in student grant and loan money will offset the recently announced five percent hike in tuition fees and other costs faced by students. The personal and living allowances will be increased to \$95 a week from the present \$90 and the local transportation allowance will be increased by one dollar to eight dollars a week.

The Ontario Student Assistance Program provides grants and loans to students attending approved postsecondary college, universities and private vocational schools.

It is composed of six plans, four of which are provincially funded. The remaining two plans are funded under the Canada Student Loans Program by the Secretary of State.

It is expected that 112,000 students will receive assistance from OSAP this year.

Applications for the 1985/86 academic year are available now. They may be obtained from secondary schools, Financial Aid Offices at all colleges and universities in Ontario or from the Student Awards Branch, Ministry of Colleges and Universities, Queen's Park, Toronto, Ontario, M7A 2B4, telephone (416) 965-5241.

## Timmins board project aimed at school improvement

The Timmins Board of Education has developed an innovative Human Resource Development Project to nurture school improvement among interested teachers and administrators, provide time for professional and human resource development and allow for needed individual teacher-administrator renewal.

The project, initiated early last year, is designed to foster a better atmosphere within the schools. Principals meet monthly to discuss literature of relevance to the area of school improvement. Such works as Bruce Joyce's Structure

of School Improvement, Michael Fullan's Meaning of Educational Change, John Goodlad's A Place Called School and Paul Park and Michael Fullan's Curriculum Implementation form the topics of discussion.

Teachers and administrators are also visiting other school systems and attending conferences and seminars dealing with the problems of school climate and improvement. In addition, this group of voluntary participants is initiating individual projects to encourage a more productive school environment.

# Curriculum Development Projects

Project	Coordinator	Division	Stage of Development		
			Draft	Validation	Production
A. Guidelines					
Anglais/English	R. Millette (965-1802)	I, S			X
Business Studies	T. Tidey (965-2450)	I, S		X	
Affaires et commerce	M. Bard (965-2665)	I, S I, S		X X	
Classical Studies	M. Liebovitz (965-9672)	S		X	
Latin/Greek (OAC)	R. Millette (965-1802)	S		X	
Études classiques/latin/ grec (CPO)	J. Rahn (613) (225-9210)	S S		X X	
Dramatic Arts (OAC)	R. Cloutier (965-2665)	S		X	
Espression dramatique	J. Binns (963-2491)	I, S		X	
Family Studies	R. Cloutier (965-2665)	I, S		X	
La famille	H. Mitchell (965-5896)	S		X	
French (FSL) (Core, Extended Immersion) (OAC)	R. Goddard (965-5653)	I, S	X		
Geography	M. Bard (965-2665)	I, S	X		
Géographie	D. Johnston (963-2491)	I, S		X	
History/Contemporary Studies	L. Bradley (965-2665)	I, S		X	
Histoire/Études contemporaines	D. Alexander (963-2456)	I, S			X
Mathematics	R. Cloutier (965-2665)	I, S			X
Mathématiques	B. Support and Other Documents				
Ages 9 through 12	B. Stahlke (965-5355)	J			X
Les enfants de 9 à 12 ans	F. Morissette (965-1802)	M	X		
Growing with Books	B. Barton (965-5619)	P, J		X	
Littérature pour jeunesse	F. Morissette (965-1802)	P, J		X	
Discipline	J. Metcalf (965-5986)	I, S			X
Discipline	M. Bard (965-2665)	I, S			X
Continuing Education	M. Bard (965-2665)			X	
Education permanente	M. Bard			X	
Energy in Society Part II	J. Davis (965-5619)	I, S			X
Énergie et société, Partie II	A. Lalonde (965-2665)	I, S	X		
Energy: Sources and Systems	J. Davis (965-5619)	J		X	
Energie: Sources et systèmes	A. Lalonde (965-2665)	M	X		
French Basic Level Gr. 9-10	H. Mitchell (965-5986)	I		X	
French: General Level Gr. 9-10	H. Mitchell (965-5986)	I	X		
Geometry	A. Stahlke (965-5658)	J	X		
Géométrie	F. Morissette (965-1802)				
Modern Languages	H. Mitchell (965-5986)	I, S	X		
Langues vivantes	R. Millette (965-1802)	I, S	X		
Music	W. Wright (965-9672)	I, S		X	
Musique	R. Millette	I, S		X	
Science	J. Bell (965-2680)	I, S		X	
Sciences	L. Bradley (965-2665)	I, S		X	

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## Bill 82 now in full force

plans and meetings with board special education personnel.

In addition, in 1984-85, the last year of the phase-in, the Ministry required each board to submit a consolidated report, indicating compliance with the legislation. "The overall results are commendable," Hewitt says.

Cooperation and collaboration among many groups have been the keys in helping the school boards prepare for the introduction of the requirements for special education programs and services. Under the legislation, every school board is required to set up a Special Education Advisory Committee consisting of trustees and representatives from community associations within the jurisdiction of the school board.

"One of the outcomes of Bill 82 is better communication between home and school through the SEAC's," says Peter Wiseman, acting director of the Ministry's Special Education branch. "All of us have reason to be proud of this entire initiative as positive evidence of what can be done within a context of careful planning and

cooperative efforts," said Deputy Minister, Dr. George Podrebarac, in a recent speech to the Council for Exceptional Children.

September 1, Ministry officials stress, is only the beginning of a new phase for Special Education in Ontario. There will need to be continual supervision to ensure that children are receiving the attention they require. "There will still be a need for monitoring by local communities, Ministry regional offices and the Special Education Branch to be certain that gains that have been made will be maintained and that the quality of programs and services continues to improve in the years ahead."

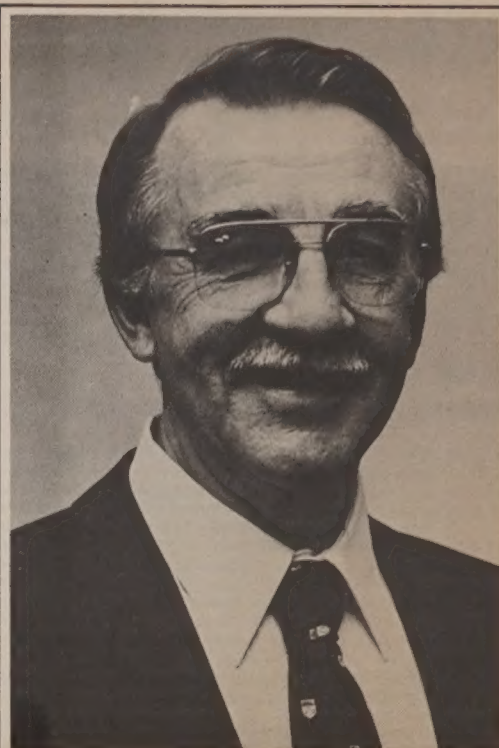
### Bilingual book review journal available

The Libraries and Community Information Branch of the Ministry of Citizenship and Culture publishes *Selection*, a quarterly bilingual book review journal of French books. The publication includes reviews of adult and chil-

"Special education is a continuing, not a finite endeavour," Dr. Podrebarac said. "We are well aware of the danger of a let-down and the demands of other initiatives within the school system. However, it is imperative that the requirements of the special education legislation continue to be fully observed and practiced by every board beyond 1985. Over the next few years we shall be concerned with assessing and refining our present programs to ensure that they are meeting quality requirements. Special education will become synonymous with purposeful, task-focused learning," he said.

dren's materials and is distributed free to all public libraries in the province.

*Selection* is also available from The Ontario Government Bookstore at a cost of \$2.50 a copy.



**Alan K. Adlington**  
Deputy Minister,  
Colleges and Universities

Alan Adlington is entering the Public Service for the first time after a distinguished career in business and university administration.

An Economics and Political Science graduate from the University of Western Ontario, he was Personnel and Finance Officer with Electrohome Limited, Kitchener, before joining the University of Waterloo as Chief Administrative and Financial Officer. He joined the University of Western Ontario in July 1970, rising to the position of Vice-President of Administration.

A veteran of the Royal Canadian Navy (1941-1945), Mr. Adlington has been active in community affairs in London, including membership on the Board of Directors of Theatre London and the London Regional Art Gallery Board.

## Twenty-seventh Annual Conference

ONTARIO EDUCATIONAL RESEARCH COUNCIL  
Friday and Saturday, December 6 and 7, 1985  
ROYAL YORK HOTEL, TORONTO

### KEYNOTE SPEAKER

Dr. George R. Podrebarac  
Deputy Minister of  
Education for the Province of Ontario

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\$75.00 (includes attendance at all sessions, lunch and Wine/Cheese Party on Friday, as well as coffee/doughnuts at conclusion of conference, subscription to RCR for current year)

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## Curriculum Development Projects cont.

Project	Coordinator	Division	Stage of Development		
			Draft	Validation	Production
Technological studies Part B (10 subject groups)	G. Isford (963-2782)	I, S		X	
Études technologiques Partie B (10 groupes de matières)	M. Bard (965-2665)	I, S		X	
Technological Studies (Part C) OACs	G. Isford (963-2782)	S		X	
Études technologiques Partie C (3 OACs)	M. Bard (965-2665)	S		X	
Visual Arts	J. Samuel (965-9672)	I, S			X
Arts visuels	R. Millette (965-1802)	I, S			X
Guidance, Gr. 9 & 10	J. Mackenzie (965-5986)	I	X		
Orientation, 9 <sup>e</sup> et 10 <sup>e</sup> année	L. Bradley (965-2665)	I	X		
Physical Education	B. Johnston (965-2450)	P, J		X	
Éducation physique	F. Morissette	P, M		X	
The Conservation of Energy	J. Davis (965-5619)	P	X		
La conservation de l'énergie	A. Lalonde (965-1802)	P	X		

## Hearings underway on Bill 30

The Ontario Government has introduced legislation to extend the Roman Catholic school system, guaranteeing free access to Roman Catholic schools for all students and protection of teachers' jobs.

Because it is anticipated that the legislation will be challenged The Ministry of Education asked the Attorney General to refer the bill to the Ontario Court of Appeal seeking a ruling on its constitutional validity.

The bill was referred to legislative committee for debate after second reading. No deadline has

been set for completion of hearings by the committee which have been held throughout the summer.

Legislation will not be enacted or proclaimed until both the Court of Appeal has given its decision and a full and complete debate in committee has been concluded.

Amendments to the General Legislative Grant Regulations will permit the extension of the Roman Catholic system to Grade 11 this fall as scheduled.

These amendments will accommodate the 6,300 students expected to transfer from the public system to catholic high schools.

### The Federation of Provincial Schools Authority Teachers

An association of teachers working with students who are visually handicapped, hearing impaired, mentally retarded, emotionally disturbed, young offenders and adult inmates.

Are holding their 2nd Annual Conference

"Probing  
The Pendulum's Swing"

**When:** November 10th, 11th, 12th, 1985.

**Where:** Downtown Holiday Inn, Toronto.

For More Information Contact

Greta Linton, Secretary  
Monday-Wednesday, 8:30-4:30  
Telephone 416 - 922-6050

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